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ABSTRACT

In response to the increasing number of constraints affecting adult education, South Carolina has designed an approach to adult literacy that makes efficient use of limited resources. The program, which has been designed so that it can be adapted to conditions prevalent in local communities, centers around the development of political, social, and financial support in the local community and relies on a diversified financial base that has a mix of public and private funds. While the local adult literacy programs depend heavily on volunteers, a strong management team and a core of paid staff members are also essential to their success. The final phase of the design of local literacy programs should entail a determination of the form of service delivery that will be utilized. While the Laubach Literacy Method is presently employed by the South Carolina Literacy Association, it should be noted that several other approaches are also effective. The most important point to consider in the planning of the local literacy programs is the need to offer services that are appropriate to the needs, schedules, and social characteristics of the group to be served. Also important to the success of a program are efforts to obtain cooperative support from other community organizations. (MN)

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The
Design & Administrative Management
of
Literacy Training Programs
in
South Carolina

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This paper addresses the design and administrative management of literacy training programs that respond to the needs and the dynamics of particular communities in South Carolina.

BACKGROUND

The education system in the United States at present is subject to a variety of constraints - social, political and economic issues - which have restricted the public funding available to education in general, and particularly adult education. Of course, anyone interested in the field is aware of the situation regarding education funding. In the United States we have specialization of funding sources and specialization of types of expenditures. Generally speaking, the federal government provides those services that are best offered at a nationwide level like defense and the post office and they fund themselves through the income tax. The state uses a sales tax and state income tax system and, in turn, provides state services. At the local level the property tax is a specialized local source which provides local services. In most countries one-half to two-thirds of property tax revenues goes to schools and education. We've seen Proposition Thirteen in California and other situations where there have been tax revolts and people made angry by the extremely high property tax. That anger translates to a negative attitude toward the public schools, which are the primary expender of those property tax revenues. Public education is not extremely popular, particularly when

people perceive the quality of that education to be quite low. News articles are appearing in the papers daily about low test scores, poor performance of students and so forth. Education is suffering from a public relations problem.

Education of children is mandated either by law or constitution in most states. Adult Education doesn't have that legal mandate. And without that force of law when it comes time for local government to balance it's budget, education (adult education specifically) is an easy target for cuts. Adult Education deals with a relatively small, non-political, non-vocal client group which is not going to stand up as strongly as some parents of public school children. For instance, in a recent school board hearing in South Carolina, three-fourths of the adult education funds were cut to balance the budget. Adult education therefore, suffers from funding restrictions at every level. The federal government is not giving as much aid or grant money, state governments often refrain from funding local adult education projects, county councils don't want to be involved in the education finance process, and certainly the school districts traditional support for adult programs is shrinking.

In addition to the public disenchantment with public education, the public has a particular perception of the role of education. People perceive the problems of education to be in terms of discipline, in terms of high technology in catching up in math and science, and getting back to the basics in the public schools. The debate is over the role of

public education and what kinds of things should be taught at the most basic level. Adult education doesn't even figure into the debate; it has a low recognition factor.

To overcome these external problems - distorted perceptions and lack of adequate funding - practitioners in the field of adult education need to bring in new resources, of course, but also need to develop a structure for the most efficient employment of those resources. The development of such a structure and how it operates in South Carolina is the topic of this paper. As a state-level literacy director, I will discuss various experiences in the framework of a theoretical model of a program. What we will focus on is the experience gained as opposed to the technical structure.

The structure itself is not tailored to the state of South Carolina; in fact, the whole point of the structural model which we have developed is that it is, if nothing else, flexible. It offers the opportunity to move into a variety of local communities with a model adaptable to the conditions found there. South Carolina is not homogenous by any means. We have county seats with half a million people, and we have county seats with 15,000 people. Geographically, the state ranges from the mountains to the ocean. We have some counties that are heavily industrialized with relatively low unemployment and high per capita income. We have other counties that are almost totally agricultural, rural, with low per capita income and extremely

high levels of illiteracy. We are one of the smaller states in the nation, and are almost at the bottom in general sociological measurements: per capita income, per pupil expenditures, per capita tax base, per capita tax levels. We rank pretty close to the bottom in educational attainment and percentage of literacy. So, while South Carolina has a very long way to go compared to the rest of the nation, it would not be appropriate to say that all of our counties are in the same situation: some are much better than others. The general structural concept we take to a local community is of necessity the barest of outlines with details to be filled in, not by state organizations, but by the local organizations. There is no "one best way" to accomplish the goal. The best way is the one which the local community finds most comfortable for itself. There is no situation in which an attempt to establish or organize a local literacy council moves into a vacuum. Literacy has already been discussed in every local community. The establishment of a council may have already been attempted and failed or there may be a viable organization which is not performing well. There may be an organization which is performing well but not producing the results that are needed. Setting up a local literacy council will, therefore, require contacting and evaluating the existing structure or local power base, and building on what is found.

I. DESIGNING PROGRAMS FOR STABILITY AND SUPPORT

A. Public Awareness and Support

The successful approach to designing a program for adult education is going to have local community support - political, social and financial. For that support to be stable over the long term means first building public awareness of what adult education is all about: what it does, who it serves, why it is necessary. In short, you must build a support base for the concept of adult education. This means to launch a media campaign to call public attention to the problem. One way of getting that media campaign under way is to attract attention and support from key local, state and national figures. These notables can conduct a campaign to bring the issue into focus and use that to spin-off local discussion on adult education needs. At the same time, seek assistance from the private sector, bringing them in at the planning level as well as the media level.

B. The Financial Base Needs to be Strong

Start by identifying possible funding sources and professional resources; free professional help is just as good as having money and can come off the top of the operations cost. In the past few years there has been a general policy of funding education, particularly adult education, almost exclusively through public funds. We need to shift to a mix, or partnership, of public and private funding. The diversified funding base gives you more freedom to operate, because portions of your funds will not have the restrictions

that others will have. It also gives you some flexibility to meet either growing needs or changing needs, or a change in your funding base. If, for instance, your local public funds get cut then you have the option of shifting more heavily into the private sector. You can make such a shift only if you have previously established credibility and contacts in the private sector.

C. Structural Development

Structural Development of the adult education program in the local community has to be tailored to the local community itself. Look at the social and economic characteristics of the community, look at the needs, look at the existing social structure. Who are the leaders? What groups tend to be opinion formers? Once you identify the starting point in a particular county or town or local area, you need to approach them with an established organizational model of a local literacy council. This should be an outline; fill in that outline with the details of the local organization that will sponsor your adult literacy campaign.

Lines of communication, staff development, interactions of the staff, the types of staff to be hired, delegation of responsibilities, levels of command, all those are standard organizational models that you can present to the local community. Show them that the homework has been done, the basic thinking has been done to organize the staff. Let them decide what should be the particular local lines of authority, the particular sources of funds or approach to

other local lines of authority, the particular sources of funds or approach to other local organizations. The state-level coordinator coming in to help a community to develop a project, will also bring to them a discussion of the relationship between the state and the local councils. The initial, or early involvement, will be that of the advisor assisting the program start-up. This will be a gradually decreasing role for the state staff, with gradual shifting of the load onto the local councils. A good break point is the time that the local council is able to get IRS tax-exempt status. They are usually organized enough at that point to see that the services continue.

It is often difficult for a grassroots program to get its own funding initially. Without that funding, it's equally difficult to get quality leadership and staff or local recognition. A local organization needs everything at first, but where do you start?

The best approach is to go the local council with funding the first and second years, and offer examples of other successful local councils. Work closely with the local council during this period to provide all the technical assistance needed to complete development. At the end of the second year most councils will have the expertise to handle their own management and conduct fund raising to continue the program.

Three examples from South Carolina illustrate the need to be flexible in helping local communities set up a literary program. These three counties have much in common: all are

in the upstate region, with a strong economic base built mostly on textiles but with diverse industrial employment. Each has two small college campuses, and a strong base of interested parties and potential managerial expertise.

The first county developed an effective local literacy program entirely on its own, with no state or federal support. Although it took 14 years of slow - often imperceptible - progress, they gradually assembled the necessary local support, leadership, funding, staffing and managerial capacity. We use the county, and its excellent blend of local resources, as a model program.

The second county, adjacent to the first, had both the interest and funding, but lacked leadership. Strong local interest in the problems of adult illiteracy had led each of seven local school districts to allocate financial and staff resources. However, this richness of resources was also the problem - all seven school districts wanted to run the program, and none wanted to be subservient to the others. The state literacy association offered a compromise; an impartial local group, a private non-profit agency, was brought in to conduct the program. In its second year, this group gets its funding from the seven school districts, United Way and a variety of local corporate and individual donors. It now is one of the strongest programs in the state.

The third county may be more typical of the problems of

forming a new literacy program. The interested citizens there felt that there were no resources: no local interest, no leadership, and worst of all, no funding. In 1980, the statewide reading campaign contributed \$12,000 which was used to hire a part-time coordinator. The leadership of this coordinator proved to be the magic ingredient; within two years \$52,000 had been raised from local contributors and a strong four-county literacy campaign was under way.

Local support, leadership, funding - all are necessary, and all are there in the local community. As these examples show, it often takes the outside provision of one of these (or time to develop them locally) before things get underway.

A more detailed example illustrates the role of the state program in helping a local project get underway and survive the trauma of the first two years. The initial program in Greenwood was funded and developed the help of Adult Reading Campaign - federal funds that were appropriated from the State Office of Adult Education. This program had funding (\$12,000) for the first year for a Literacy Coordinator and materials. Office space, telephone, secretarial assistance, and some travel and printing services were provided by Piedmont Technical College. For the second year of the project, half the previous amount of Reading Campaign money was received for the project. During the second year of the project the local council, assisted by the state literacy association, submitted a proposal to the Self Foundation for future funding of the program. Self Foundation awarded

the council \$30,000 at the rate of \$10,000 a year for three years. The council is now funded with this local foundation money, federal funds through the State Department of Education, and other money from the State Library, County Council, United Way, VISTA Volunteer Project, and other corporate foundations. Many of the new sources of funding and professional resources were identified by the state literacy association and developed by the staff at the grassroots level. In less than a year, this single county literacy council has expanded its funding base to include nine funding sources and has expanded its program into four neighboring counties. The Greenwood Literacy Council is now helping neighboring literacy councils develop this organization and programs.

We are allowing a two to three year time frame, after bringing in outside funding, for a literacy council to assume major responsibility for the program. The Greenwood example is, also, illustrative of the earlier comments of the appropriate relationship between state and local councils. The state helps with early organizational tasks and provides initial funding; the local councils take over, as much as they can, as fast as possible.

General business theory says that you need four basic ingredients to get a business underway: raw material; labor; capital; and management, or entrepreneurial skills. In the case of literacy organizations, the same theory holds. The raw material is the student, labor is the volunteer tutors, capital, as we just discussed, comes from a variety

of sources - local, non-local, public and private - which are developed in as many different ways as possible. Finally, the key element that brings the other three together and make them all coalesce is management. This leads to the next section which we call operational considerations: how you actually run things.

D. Operational Considerations

The first thing is to set up a strong management team. Start with support from the state office, and then identify and organize a local council, usually around some existing local resource such as the school system, a literacy organization or maybe a technical college, with some source of local interest and local leadership. From that, you develop a community-wide broad-based support council that represents the various groups within the community. This larger group should identify and hire a local coordinator to take over on site management. That gives you management depth at three levels - 1) state advisor, 2) local board of directors that represents all aspects of the community, and 3) local, paid (if possible) literacy coordinator. That coordinator takes care of the operational aspects of finding volunteer tutors and getting them trained, locating prospective students and assigning them to tutors, and keeping up with all the details of both volunteers and students. Also included is responsibility for bookkeeping, finance, payroll and so forth. Good local management keeps the organizational machinery running and, at the same time, maintains an awareness of resource needs, resource availa-

bility, and public relations. Resources depend upon keeping the organization and its needs visible in the eyes of the general public and the funding community.

Attachment I, which follows, illustrates the effect of paid staff on student registration. As this table makes clear, in South Carolina there is a strong direct relationship between the number of paid staff in each local county organization and the number of students registered. Student registration of course depends on a variety of factors: advertising, public relations, the availability of tutors, and availability of resources. The retention of students is a function of the quality of the services the student receives; that is usually indicated by the precision with which the student is matched with the tutor, and the degree to which the student's tutoring sessions are scheduled at a place and time that is comfortable for that student. Similarly, the retention of volunteers is a function of the quality of staff support that they get and the volunteers' perception of the strength of the organization and management of the local literacy council. In South Carolina those local organizations, usually county literacy councils, that have a full time or part time paid professional coordinator are the ones that attract and retain the largest number of students registered and largest number of available tutors. There is no substitute for this kind of professionalism; it is not appropriate to expect a volunteer staff person to provide the level of involvement and the degree of continuity that is expected and available from a paid staff person.

It is strongly recommended that any n
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E. Service delivery

The Laubach Literacy method, used by the S.C. Literacy Association and most other such programs, prefers a one-to-one teaching method. This is advantageous for a variety of reasons: it gives the student much more intensive attention from the tutor, and benefits the adult non-reader, who for social or personal reasons does not function well in a classroom environment. The one-to-one method is less threatening and the student and tutor can build a personal relationship that makes the learning process more comfortable for both of them and is much more effective for the student. However, local organizations sometimes have a significant disparity between numbers of tutors and students. When tutors are in short supply, literacy organizations sometimes have to develop other methods of organization which will extend the effectiveness of the tutors who are available and certified.

One such approach is the small-group tutorial process in which one tutor may work with three, four or five students. Obviously, this spreads the attention of the tutor and reduces the amount of direct personal contact per student. But, by carefully choosing the students to be placed into the small group and matching them, not only to the tutor but to each other, this group can be comfortable with each other. In such cases, we find some reinforcement is at work; students can help each other and therefore speed their own learning process. The primary usefulness is to allow one tutor to work with more than one student at a time.

Another innovation in service delivery which extends

the one-to-one concept, is the Learning Lab in which a variety of sophisticated technical methodologies are employed to reinforce the skills that are being taught in the one-to-one or small group situations. For example, in a large county in the eastern part of our state, the president of the local literacy council is also the county librarian, and has gotten a local grant for the library to purchase computers to be used by literacy students for skills reinforcement.

A final innovation in the service delivery is in-school programs in which the S.C. Literacy Association works with public school students at various levels ranging from elementary through senior high school. These are having difficulty with their reading, so literacy volunteers work with them outside the classroom using the Laubach one-to-one method to improve the students' reading capacity.

II. OFFERING SERVICES THAT ARE APPROPRIATE TO THE NEEDS,
SCHEDULES, AND SOCIAL CHARACTERISTICS OF THE GROUP
SERVED

This is really another way of saying that you should keep your program flexible and make the program appropriate, make it fit the local organization. You can move into a local community with a proven model but you must be prepared to tailor it to the local level: flexibility is the key. You are going to have to research the local resources available to your effort. Start by identifying the range of potential students; a local program has to be designed to accomodate the kinds of students that you are likely to find. Then, design the program to meet the needs of that group. The structure of the local program, overall, has to be matched to the local student population.

Look at the general educational attainment of the county population. This shows you the availability of potential tutors and decides the need for a literacy program. The more you know about local communities, the more you know how to target your appeals for both tutors and students. Be able to match the program in a county to the particular mix that you find in that county. For example, we have in South Carolina a small rural county in the southern tip of the state with an economy that is quite low, per capita income is one of the lowest in the state. It has almost no industry. What exists are small textile-related firms that are noted for their frequent lay-offs and frequent closings. There are no social, cultural or recreational attractions to bring in new people. It is an extremely poor, neglected corner of the

state. Obviously this is a county sorely in need of a literacy program but the first thing that we had to do was to redesign our tutor manual to train tutors. In this case, the educational level of some volunteer tutors was too low for them to teach from our standard manuals. It was necessary to re-write the Skill Book One Teachers' Manual at an easier level so that tutors could use it. We had to fit the program to what we found in the county.

B. Meeting Individual Needs of Students

Our programs rely on one-to-one tutor/student contact; we take care to match the schedules and other needs of the student to a suitable tutor, and vice versa. Within that general guideline, you then have to meet the other individual needs of your students. The literacy organizer has to take into consideration the entire well-being of the person, breaking down barriers that have left him in a situation of being unable to read or to read sufficiently well to function in his environment. The adult non-reader is also extremely likely to exhibit one or more physical/social barriers to further development. Chronic health problems, poverty, unemployment or underemployment, criminal record, poor housing, low self-esteem are all associated with illiteracy.

The literacy organization is not going to be in a position to cure all of the problems, but you cannot ignore them either, for they all will affect the student's participation in the literacy program. If it is possible to assist the student in seeking out the available resources to help alleviate some of those additional problems, you need to make sure

that you are in a position to direct him, assist him, advise him in getting that kind of help. It is likely, in many situations, that the one-to-one volunteer tutor is going to be the only one-to-one social service this person gets, as social services, like education, have been subject to extreme budgetary cut-backs. If the tutors, or literacy coordinator, are made aware of existing community resources, the literacy organization can be a resource to help overcome some of the student's barriers. Because illiteracy certainly does not exist in the abstract. It exists in conjunction with low income, low self-actualization, crime, frequently other kinds of social and economic problems. The illiterate student is going to have a variety of needs; teaching him how to read is not going to solve all his needs unless you help him develop as a whole person. You need to work through the existing agencies for special needs. You need to use other agencies or social structures available to keep the student interested, to keep him involved in the program, to counteract the negative aspects of his social environment to reinforce his participation in the program.

C. Schedules

Another aspect of individualizing your program is scheduling. Be able to adjust schedules to meet the needs of the group of students found in each geographical area, as well as meeting the needs of individual students. An example of geographical scheduling is found in a group of counties in the southern part of our state that are very rural, largely agricultural and have no industrial base.

The chief employment of the illiterate in those counties is seasonal agricultural work. It may not be feasible to schedule many classes for the working age population during the spring and summer, for potential students are going to be working from dawn to dusk in the produce fields and peach orchards, and will not have the energy after dark to study. However, in the winter they have a great deal of free time, both in the dark hours as well as the daylight hours. They are certainly going to be unemployed and have free time and energy to devote to the learning process.

In these rural counties where scheduling must be on a seasonal basis, potential tutors are going to be working in the same types of jobs and often have the same schedules. Plan your program to bring tutors and students together on their own terms, at a time and place that is natural and comfortable for both.

In contrast, our upstate counties have a heavy industrial base; in South Carolina industrial employment tends to be concentrated in textiles. These mills usually operate two or three shifts and the shifts change at 4, 12 and 8 so that the appropriate scheduling could be matched to these shifts. Try to recruit tutors who work certain shifts in the mills and pair them with a student who works the same shift so that tutoring can be done an hour before or after work or during the lunch break.

The South Carolina Literacy Association has cooperative programs with nine industrial plants located in six counties. In these programs SCLA offers tutor training and matching of

employees who serve as tutors with other employees in the same company who request literacy training. This program benefits not only the individual employee being trained but the company as a whole. Such major corporations as Springs Mills, Duke Power, Chem-Nuclear Systems and Dupont have learned that a literate employee is much more effective and beneficial, and in the long run is more cost effective.

In one textile plant is a literacy tutor who spends her lunch hours helping others learn to read. She says, "I have helped several young people learn to read over the last few years. It is the greatest reward to help someone read who has never done so before. I like to feel as if I am helping others develop skills."

In the center of the state, we have the state capitol, with state and federal employees, banking, and education concentrated to produce another pattern of life styles. People who are regular 8:30 - 5:00 workers may be more appropriately scheduled to tutor in the early evening when they are on their way home from work. In short, know who your tutors are, know who your students are, know where they are likely to be and then match them as best you can.

D. Social Characteristics of Students and Tutors

To match well, you have to know the social characteristics of the tutor and the student. You have to place these people in social context, just as you consider illiteracy as one of a series of problems of the student, taken as the whole

man. Every aspect of dealing with that student and tutor have to be put within some social context. In case of the students, of course, social characteristics which are frequently associated with the illiterate are crime, the likelihood of being on public assistance, poverty, unemployment.

The social characteristics of the volunteer tutors must be known to determine the potential for recruiting tutors from the area, and the potential for matching tutors to students. You have to know the general population and use groups that are specifically trained within a given geographical area. The contrast in South Carolina is between the upper part of the state which is more industrialized, and the coastal plain is the southern part of the state, which is more agricultural. We have a corresponding social contrast between the populations which requires local program modification to insure compatibility.

Finally, not only should individual tutors be matched to students, but a balance is needed in the flow of students and volunteers. It is unhealthy to have too few students. One local literacy council has developed two sets of video-tape; one set recruits volunteer tutors, the other features actual literacy students offering literacy training to their peers. In cooperation with the local TV station, one or the other type of appeals broadcast as a public service announcement, depending on the need to balance tutors with students.

III. OBTAINING COOPERATIVE SUPPORT FROM OTHER COMMUNITY ORGANIZATIONS

The key here is to get the other organizations, at whatever level, to perceive the literacy program, not as a threat, not as an intruder upon their turf, but as an additional effort that can expand that organization's service to its own identified client group. What can literacy offer to the State Library or the State Department of Education or the State Health Department of any other such group? In answering this, remember that you are trying to co-op them, trying to get them to cooperate with you. In that spirit of cooperation both programs can be strengthened with the ultimate benefit going to the client that you share. This can be especially helpful in working with agencies that are not only involved in the funding of your program but who can also offer their expertise and their involvement in the organization, management, direction, and oversight at both the state and the local levels.

In early 1983, a VISTA Volunteer program provided the opportunity for South Carolina to merge the efforts of a variety of state and local agencies and organizations. These efforts were concentrated in a target area of seven up-state counties which exhibited high levels of illiteracy and only one county had an organized literacy program. The Governor of South Carolina was offered the opportunity for South Carolina to develop a VISTA Project to assist in rural development. That project was transferred to the Office of

the Lt. Governor who contacted the South Carolina Literacy Association. SCLA served as the central coordinating agency for this project, currently funded for 1983-1984. Seven VISTA volunteers have been assigned as affiliates of the South Carolina Literacy Association, and are working Coordinators of the seven local literacy programs. In addition, a VISTA Volunteer supervisor serves as an SCLA staff member, and coordinates the efforts of her seven fellow volunteers. These volunteers enhance the growth of literacy work in the seven counties without the need for SCLA funding for salaries. In order to properly manage this staff of VISTA workers, SCLA sought both funding and management support from the State Budget and Control Board, the South Carolina State Library, the seven county libraries, the local adult education programs in the counties involved, the Office of the Lt. Governor, and the State Office of VISTA. The relatively modest funding supplied by the federal government through VISTA has served as a catalyst to set up and staff for the first year, not just one or two, but seven new county literacy councils. As we have discussed elsewhere in this paper, when an outside source provides the first two years of funding, local interested parties are usually able to support the program in terms of both management and funding from then on. We trust that will be the case in these seven counties.

In South Carolina our prison system has an adult education program, but the majority of the prisoners are functionally illiterate and are unable to take advantage of

the existing educational opportunity, which is not geared to non-readers. We are trying to get a literacy program started in prisons using either outside volunteers or people who are already in prison to serve as tutors. An additional possibility is to bring in the probation agency, which is interested in working with Literacy and Corrections to continue literacy training after the student leaves the prison but is still within the probation system. The hope is that by getting him involved in a program to improve his reading skills he will be better equipped to get a job and have less economic pressure to commit another crime. So the goal of avoiding recidivism and the goal of increasing literacy, seemingly quite different, use the same method with that population. Two divergent agencies, two divergent sets of goals; same population, same method.

It is the nature of government programs to try to get credit for a successful program. If both agencies can claim credit, and both can show a service performed through working together, then both agencies benefit on the relatively shallow bureaucratic level, and both look good to their funding source. On the deeper, more meaningful level of service actually delivered, the client benefits most of all.

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Affect of Paid Staff on Student Registration

1983	A. No. of Students Registered	B. No. Students Being Tutored	C. Paid Staff	D. Volunteer Staff
Abbeville	8	8	1/2	3
Aiken	265	191	1 1/2	
Anderson 1,2**	86	86	1/2	—
Anderson 3,4,5	136	124	1/2	—
Bamberg	59	39		
Barnwell	136	105	1	1/2
Beaufort**	91	80	1/4	1/4
Berkeley	106	106	2	
Calhoun**	162	135		
Charleston	238	193	1/2	1/4
Cherokee	9	4	1/2	—
Chesterfield	329	245	1	—
Darlington	189	160	1/2	
Dept. of Corrections			1	
Dillon 2	32	4		
Edgefield			1/2	
Fairfield			1/2	
Florence	313	248	1/4	—
Georgetown**	60	59	1	
Greenwood	204	162	2	—
Horry**	277	277	1	1/4
Jasper			1/2	—

1983	A. No. of Students Registered	B. No. Students Being Tutored	C. Paid Staff	D. Volunteer Staff
Kershaw	301	301	—	1/2
Lancaster	127	125	1	—
Laurens**	62	62	1/2	
Lexington 2**	138	138	1	—
Lexington 3**	31	31	1/4	—
Marion	348	348	1	
Marlboro**	220	122	2	
McCormick			2	
Newberry			1	
Oconee	188	188	1	
Orangeburg	76	76	1/4	—
Pickens	226	226	1	
Richland 1**	370	366	1 1/2	1
Richland 2**	128	128	1/2	—
Sumter	384	316	1	3/4
Spartanburg Aware	244	199	1 3/4	—
Greenville Literacy	305	196	2 1/2	—
Union			2 1/2	—
Williamsburg**	51	49	1/4	—
York	97	97	1	—

S.C. Adult Reading Campaign Outline

January 1980

PHASES OF DEVELOPMENT	PREPARATION PHASE	AWARENESS PHASE	ACTION PHASES	REGISTRATION PHASE
agencies involved		Objective: To create an awareness and understanding of the Campaign through dissemination of information.	Objective: Intensify endorsement and promotion of Campaign through state & local groups. Disperse visual/auditory material and information about the project.	Objective: To provide various vehicles for registration.
State Office of Adult Education	• Develop Contact list. • Gather information on available resources & costs. • Appoint State Task Force & Chairperson. • Hold area meetings.	• Follow up with county/district mailings. • Agency/industry mailings. State hotline.	• Saturate state with billboards, posters. • "Hot-line" available. • Develop plan for appreciation dinner.	• Hot line available. • Hold appreciation dinner.
S.C. Literacy Association	• Obtain commitment from local literacy councils. • Assist other agencies with planning.	• Develop information/news releases. • Prepare for dissemination of information.	• Disperse information. • Establish endorsement and promotion of project. • Intensify endorsement and promotion.	• Schedule tutor workshops. • Schedule trainer workshops. • In-service seminars. • Assist with planning and schedules of local programs.
Office of Public Information St. Dept. of Education	• Develop logo, brochures, billboards, tapes, slide tape presentation. • Develop Speaker's Bureau • Contact developed for large name media endorsements.	• Distribute bumper stickers, brochures, news releases and public service announcements to local counties/districts. • Contact to utility companies for mailing. • Distribute personality appeal tapes to major TV stations and to local radio stations. • Letters from Governor/State Chairperson to Contact List.	• News conference with Governor/State Chairperson. • Utility company mailing processed. • Statement of support from Governor/State Chairperson. • Supply news releases to counties/districts.	• Appeal from Governor/State Chairperson.
Local Adult Education Program	• Obtain local commitments from Superintendents. • Appoint local Task Force. • Develop local strategard plan for registration.	• Local news conference. • Local tapes to radio & TV. • Develop local Speakers Bureau. • Commitment for involvement in Reading Campaign. • Local phone number available. • Develop "Human Interest" series • Letters to Contact List, • Distribute bumper stickers, brochures, posters.	• Presentations to organizations/agency. • Handouts, talk shows, booths, daily news articles. • News conference by local Co-ordinator/Task Force Chairperson.	• Local telephone available. • Man registration booth with volunteers.
Local Literacy Council	• Organize and strengthen local council.	• Set up workshops. • Cull student files/tutor files. • Develop human interest stories. • Contact schools, colleges, civic/social service groups for volunteers. • P.R. for workshop begins.	• Intensify workshop schedule. • New tutor meetings.	• Man registration booth with volunteers.